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ABSTRACT

An estimated one million students drop out of school each year; this is but one indicator of the failure of schools to provide equal educational opportunity for all children. One main reason is the failure to take into account the diverse backgrounds of the students. In particular, schools have been structured in a manner that discriminates against children whose parents are poor. If the school system is to survive, it must be sensitive to change and capable not only of making appropriate responses but of anticipating problem situations and coping with them prior to a confrontation. In California, the approach to this has been compensatory education--education geared to the individual needs and potential of each student. Concentration of educational resources on schools with a high percentage of economically disadvantaged children has resulted in improved achievement, attitudes, and motivation. The lack of societal commitment has resulted in the limiting of the number of participants in order to have some effective program. The role of the teacher is crucial to the success of such programs. (JM)

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SPEECH BY WILSON C. RYLES BEFORE WESTERN PENNSYLVANIA EDUCATION CONFERENCE, PITTSBURG, PENNSYLVANIA FRIDAY, OCTOBER 17, 1969

[Equal educational opportunity: dreams, hopes, and realities.]

MR. CHAIRMAN, DISTINGUISHED GUESTS, MEMBERS OF THE WESTERN PENNSYLVANIA EDUCATION CONFERENCE:

THE CONCEPT OF FREE, UNIVERSAL EDUCATION IS UNIQUELY AMERICAN. THE CONCEPT IS AN OUTGROWTH OF THE FAITH OF A PEOPLE WHO BELIEVE THAT A FREE SOCIETY MUST DEVELOP THE CAPACITIES OF EACH INDIVIDUAL IN ORDER TO SUSTAIN ITSELF. AND THE PURPOSE OF SUSTAINING A FREE SOCIETY IS TO PROMOTE THE DEVELOPMENT OF EACH INDIVIDUAL FOR HIS OWN SAKE. THUS, IT FOLLOWS THAT THE AIM OF THE PUBLIC SCHOOL IS TO GIVE EACH CHILD THE OPPORTUNITY TO ACHIEVE TO THE EXTENT OF HIS ABILITY REGARDLESS OF HIS ECONOMIC OR SOCIAL STATUS, RACE OR ETHNIC BACKGROUND. THIS WAS THE AMERICAN DREAM FOR PUBLIC EDUCATION. UNFORTUNATELY, THIS DREAM HAS PROVEN AS ELUSIVE AS IT IS PRAISEWORTHY. THE BLAME FOR THE SCHOOL'S FAILURE TO PROVIDE EQUAL OPPORTUNITY FOR ALL CHILDREN IS NOT EASY TO ASSESS.

ONE OF THE INDICES OF THE DEGREE TO WHICH SCHOOLS HAVE FAILED TO PROVIDE EQUAL EDUCATIONAL OPPORTUNITY FOR ALL CHILDREN IS THE DROP-OUT RATE. IT IS ESTIMATED THAT A MILLION YOUNGSTERS DROP OUT OF SCHOOL EACH YEAR. I DON'T KNOW HOW MANY YOUNGSTERS DROP OUT OF SCHOOL IN PENNSYLVANIA, BUT I HAVE SEEN NO DATA WHICH WOULD LEAD ME TO BELIEVE THAT PROPORTIONATELY THE HOLDING POWER OF YOUR SCHOOLS IS SUBSTANTIALLY BETTER THAN THE NATIONAL AVERAGE.

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SCHOOL DROPOUTS, OF COURSE, ARE NOT NEW. MOST OF THE STUDENTS WHO ARE DROPPING OUT OF SCHOOL TODAY WOULD NEVER HAVE BEEN IN HIGH SCHOOL AT ALL FIFTY YEARS AGO. THEY WOULD HAVE QUIT SCHOOL BEFORE REACHING THE SECONDARY LEVEL AND TOOK UNSKILLED JOBS, WHICH WERE THEN AVAILABLE. THEY WOULD NOT HAVE BEEN CONSIDERED A DROPOUT PROBLEM; THEY WOULD HAVE SIMPLY JOINED THE WORKING CLASS.

OVER THE YEARS, THE HOLDING POWER OF THE SCHOOLS HAS, INDEED, INCREASED. THE PERCENTAGE OF YOUNGSTERS GRADUATING FROM HIGH SCHOOL IN 1960 WAS TWICE THAT OF THOSE GRADUATING FROM HIGH SCHOOL IN 1935. TODAY, HOWEVER, THE NUMBER OF UNSKILLED JOBS WHICH THE DROPOUT MIGHT TAKE IS DIMINISHING AND THE NUMBER OF IDLE, FRUSTRATED YOUNGSTERS IS ON THE INCREASE.

THE REASONS WHY YOUNGSTERS DROP OUT OF SCHOOL ARE COMPLEX AND VARIED. BUT ONE OF THE MAIN REASONS IS OUR FAILURE TO TAKE INTO ACCOUNT THE DIVERSE BACKGROUNDS OF MEMBERS OF OUR SCHOOL POPULATION. WE RECOGNIZE AND OFTEN PRAISE THE PLURALISTIC NATURE OF OUR SOCIETY AND, YET, THE SCHOOLS HAVE BEEN STRUCTURED IN A MANNER THAT DISCRIMINATES AGAINST CHILDREN WHOSE PARENTS ARE POOR.

THIS IS NO NEW PROBLEM. I WANT TO QUOTE DIRECTLY A DESCRIPTION THAT I CAME ACROSS RECENTLY ON THE PROBLEM OF THE DISADVANTAGED:

> "FROM THE POINT OF VIEW OF SOME, THE FUNDAMENTAL PROBLEM IS THE DISCRIMINATION PRACTICED AGAINST

THOSE WHO INHABIT THE SLUMS. THE SLUM DWELLER HAS UNEQUAL ACCESS TO WEALTH AND POWER. HE HAS NO VOICE IN DECISIONS THAT DETERMINE HIS FATE.

"HE IS POOR, ILLITERATE, EXPLOITED BY MERCHANTS AND MONEY-LENDERS. HE IS THE INNOCENT VICTIM OF THE POWER STRUCTURE.

"FROM THE POINT OF VIEW OF OTHERS, THE PROBLEM LIES WITH THE DISADVANTAGED THEMSELVES. SPEAKING VAGUELY ABOUT RACIAL ORIGINS, THERE ARE THOSE WHO DENOUNCE THE HIGH RATE OF CRIME AND IMMORALITY AMONG THE POOR. MUNICIPAL LEADERS DENOUNCE THEIR BLOC VOTING HABITS. A GROWING CHORUS OF VOICES IS DEMANDING RESTRICTIVE LAWS AND AN INCREASE IN POLICE POWER AS THE WAY TO COMBAT THE CORRUPTION, THE SQUALOR, AND THE CRIME THAT IS PART AND PARCEL OF THE GHETTO ENVIRONMENT."

THIS PASSAGE IS NOT REFERRING TO THE CITY OF 1969, BUT TO THE CITY OF 1885. AS WE LOOK AT HISTORY, WE MUST REALIZE THAT THE PROBLEM OF THE POOR AND THE ISOLATED IS NOT A NEW ONE. ONLY THE CAST OF CHARACTERS HAS CHANGED.

IN 1885, THE PROBLEM OF THE UNDER-PRIVILEGED WAS SYNONYMOUS WITH THE IMMIGRANT, THE EASTERN AND SOUTHERN EUROPEANS WHO FLOCKED TO THE CITIES SEEKING A BETTER LIFE. AND BEFORE THE 1880'S, IT WAS THE ENGLISH, THE GERMANS, AND THE SCANDINAVIANS WHO CAME TO AMERICA'S RURAL AREAS , AND THE IRISH WHO STAYED IN THE CITIES. THE PROBLEMS OF THE IMMIGRANTS WERE STRIKINGLY SIMILAR TO THOSE

OF THE DISADVANTAGED TODAY. AND THOSE WHO WANTED TO DO SOMETHING ABOUT THE PROBLEM TURNED TO EDUCATION AS THE ONLY LASTING SOLUTION. IT WAS EDUCATION THAT WAS CALLED UPON TO INTRODUCE THE DISADVANTAGED INTO THE MAINSTREAM OF AMERICAN SOCIETY.

THE SCHOOLS RESPONDED TO THE CHALLENGE, AND THEY DID THEIR JOB WELL. NOW, AGAIN WE ARE BEING CALLED ON TO DO A JOB. AGAIN AMERICA HAS PUT ITS FAITH IN EDUCATION.

AND THE NEED FOR EDUCATION IS EVEN MORE CRITICAL THAN IT WAS IN 1885. THE IMMIGRANT OF 1885 COULD RELY ON HIS STRONG BACK AND HANDS TO GET HIM A JOB. HIS COUNTERPART OF TODAY HAS NO UNSKILLED JOB AVAILABLE. HIS ONLY ENTRY TO THE MAINSTREAM IS THROUGH EDUCATION.

SO WHAT WE ARE DEALING WITH IS AN OLD PROBLEM WITH A NEW URGENCY.

I RECENTLY PARTICIPATED AT A MEETING OF A TASK FORCE ON URBAN EDUCATION AT WHICH WE BRAINSTORMED WHAT WAS CONSIDERED TO BE THE MOST PRESSING PROBLEMS BEING FACED BY SCHOOLS IN THE INNER CITY. WITHIN A COUPLE OF HOURS WE HAD LISTED SO MANY PROBLEMS THAT EVEN A CONFIRMED OPTIMIST LIKE MYSELF HAD BECOME DISCOURAGED. THE LIST INCLUDED THE PROBLEM OF DECENTRALIZATION; FAILURE OF CHILDREN TO LEARN BASIC SKILLS; RECRUITMENT OF PERSONNEL; QUALITY OF INSERVICE AND PRESERVICE TRAINING OF TEACHERS; COMMUNITY RELATIONSHIPS; RETENTION OF PERSONNEL; DROPOUT RATES OF BOTH TEACHERS AND STUDENTS; IRRELEVANT CURRICULA; BUREAUCRACY; ASSIGNMENT AND TRANSFER POLICIES; DILAPIDATED, WORN-OUT, NON-FUNCTIONAL BUILDINGS;

COMPETING TEACHER ORGANIZATIONS; INTEGRATION; USE OF PARA-PROFESSIONALS; FINANCING; INSTITUTIONAL RACISM; STAFF LOYALTY; THE FLIGHT TO THE SUBURBS; RELATIONSHIP OF COLLEGES TO THE PUBLIC SCHOOL SYSTEM; HOW TO TEACH MINORITY CHILDREN; AND ON AND ON THE LIST WENT.

THE PROBLEMS OF SCHOOLS IN THE INNER CITY CANNOT BE CONSIDERED APART FROM THE OTHER PROBLEMS OF URBAN AREAS. GENERALLY, WHAT WE ARE TALKING ABOUT IS CHANGE--RAPID AND COMPLEX CHANGE, INVOLVING CHANGES IN THE NATURE OF THE POPULATION, TECHNOLOGICAL CHANGE, INDUSTRIAL CHANGE, AND THE PRESSURES AND PAIN THAT ARE INHERENT IN ANY KIND OF CHANGE.

THERE IS ALWAYS THE PRESSURE FOR QUICK AND SIMPLE SOLUTIONS TO THE PROBLEMS CAUSED BY CHANGE. THIS SEEKING OUT FOR THE EASY ANSWER MAY BE PART OF THE AMERICAN SYNDROME. MANY PRESSURES TO SOLVE THE PROBLEM OF CHANGE ARE CONTRADICTORY. FOR EXAMPLE, SOME SAY THAT TO SOLVE THE PROBLEMS OF THE BIG CITIES, THERE MUST BE LARGER, REGIONAL GOVERNMENTS THAT WILL NOT ALLOW WHITES TO TURN THEIR BACKS ON THE PROBLEMS OF THE BIG CITIES MERELY BY FLEEING TO THE SUBURBS. ON THE OTHER HAND, THERE ARE OTHERS WHO BELIEVE THAT THE WHOLE PROBLEM OF URBAN EDUCATION IS THE RESULT OF THE BIG CITIES BEING TOO BIG--THAT THE BIG CITY SCHOOL DISTRICTS SHOULD BE SPLIT INTO SMALLER DISTRICTS. INDEED, I WAS SURPRISED TO FIND THAT LEGISLATION WAS INTRODUCED IN OUR OWN STATE LEGISLATURE TO DIVIDE CALIFORNIA'S LARGEST SCHOOL DISTRICT INTO 10 SEPARATE DISTRICTS. WHAT WAS EVEN MORE SURPRISING WAS THAT THIS LEGISLATION WAS JOINTLY SPONSORED BY ONE OF THE MOST CONSERVATIVE

WHITE LEGISLATORS AND ONE OF THE MOST LIBERAL BLACK LEGISLATORS. AND, THEY WEREN'T JOKING. THEY WERE DEAD SERIOUS, AND THERE IS SUBSTANTIAL SUPPORT FOR THE IDEA IN THE LEGISLATURE.

BUT, ALL TOO OFTEN BUREAUCRACIES TEND TO FIGHT OFF PRESSURES BY RESISTING ANY CHANGE WHATSOEVER, AND INSISTING ON STANDING BY THE STATUS QUO. FOR A LONG TIME, MANY SCHOOL DISTRICTS REFUSED EVEN TO ADMIT THAT THERE WAS A PROBLEM.

THE POOR AND THE DISADVANTAGED HAVE HAD A LONG HISTORY OF RESPECT AND RELIANCE ON THE SCHOOL TO EDUCATE THEIR CHILDREN. THEY NEVER QUESTIONED THE AUTHORITY OF THE SCHOOLS. IT WAS THE MIDDLE-CLASS PARENTS WHO CAME TO SCHOOL BOARD MEETINGS AND QUESTIONED THE EDUCATION OF THEIR CHILDREN AND DEMANDED ACTION.

THE FLAT TRUTH OF THE MATTER IS THAT THE SCHOOLS WERE NOT DESIGNED TO DEAL WITH THE PROBLEMS OF THE POOR AND THE MINORITIES; THEY WERE DESIGNED TO MEET THE NEEDS OF THE WHITE MIDDLE-CLASS.

THE POOR WHO ARE NOW CHALLENGING THE SCHOOLS DO NOT HAVE THE SOPHISTICATION AND SUBTLE SKILLS THAT MIDDLE-CLASS PEOPLE USE TO CHANGE SITUATIONS WHICH THEY DO NOT LIKE. WHEN VIEWED FROM A MIDDLE-CLASS POINT OF VIEW, THEIR METHODS OF CHALLENGING THE SCHOOLS HAVE SEEMED CRUDE, UNFAIR, AND UNWARRANTED.

LET ME CITE A LIST OF DEMANDS MADE OF A SCHOOL DISTRICT IN OUR STATE. IN THE FIRST PLACE, WE DON'T LIKE THE WORD "DEMAND" --MIDDLE-CLASS PEOPLE DON'T USE IT IN THIS CONTEXT.

WE WOULD LIKE TO HAVE "AN EXAMINATION AND SUGGESTIONS FOR IMPROVEMENT".

THIS LIST CAME FROM THE SECOND BLACK UNITY CONFERENCE, WHICH MET APRIL 6, 1968, AND TOOK THIS LIST TO A SCHOOL DISTRICT. HERE IS WHAT THEY WERE SAYING:

"WE RECOMMEND THAT ALL TRACKING IN THE DISTRICT BE ABOLISHED COMMENCING WITH THE 1968-69 SCHOOL YEAR."

IN OTHER WORDS, THEY ARE TALKING ABOUT NOW, NOT THE YEAR AFTER NEXT. THEY ARE SAYING TO ESTABLISH INDISPUTABLY THAT THERE IS A DISCREPANCY IN THE QUALITY OF EDUCATION. "WE DEMAND THAT ALL ACHIEVEMENT TEST SCORES BE PUBLISHED BY INDIVIDUAL SCHOOLS."

THEIR THIRD DEMAND: "WE WANT MORE BLACK COUNSELORS IN PROPORTION TO THE BLACK STUDENT POPULATION, AND WE FEEL THAT BLACK COUNSELORS WILL MOTIVATE THE BLACK STUDENTS AND CONTRIBUTE A POSITIVE SELF-IMAGE."

THEY ARE SAYING THAT THEY SEE RACIST ADMINISTRATORS AND TEACHERS AS A DETERRENT TO EDUCATIONAL, SOCIAL AND EMOTIONAL DEVELOPMENT OF BLACK STUDENTS AND, THEREFORE, "WE DEMAND THAT THIS DISTRICT FIRE OR TRANSFER ALL RACIST TEACHERS AND ADMINISTRATORS SERVING IN THE ABOVE CAPACITIES WHO ARE PRESENTLY PLACED IN SCHOOLS WHERE BLACK STUDENTS ARE IN ATTENDANCE."

THEY ARE SAYING THAT THEY WANT SENSITIVITY TRAINING TO BE GIVEN TO CERTIFICATED AND CLASSIFIED PERSONNEL, EITHER INCOMING OR PRESENTLY EMPLOYED IN THE SCHOOLS.

THEY ARE SAYING--AND, LISTEN TO THIS ONE--"THE INEQUITIES IN THE PRESENT EDUCATIONAL SYSTEM ARE NOT THE RESULT OF A FAILURE ON THE PART OF THE BLACK COMMUNITY. THEREFORE, IF IT IS DETERMINED THAT BUSING IS NECESSARY, IT SHOULD BE TWO-WAY BUSING."

THEY ARE SAYING THAT PRESENT HISTORY BOOKS IGNORE BLACK AMERICAN ACCOMPLISHMENTS. THEY WANT MEASURES TO BE IMPLEMENTED AT ONCE TO INCLUDE BLACK AMERICAN HISTORY IN THE SCHOOL CURRICULUM IN ITS PROPER CONTEXT AS PART OF HISTORY AND NOT AS AN ADDENDUM TO IT.

THEY ARE SAYING THAT THE PRESENT COMPENSATORY PROGRAMS SHOULD BE REALISTICALLY REEVALUATED, FROM HEADSTART THROUGH THE GAMUT OF PROGRAMS, BECAUSE THEY DID NOT REGARD WHAT WAS BEING DONE AS HONEST, EFFECTIVE OR THE PROPER USE OF STATE AND FEDERAL FUNDS.

AND, FINALLY, THEY SAID THERE WAS A DEFINITE INEQUITY IN THE NUMBER OF BLACK PEOPLE EMPLOYED IN AN ADMINISTRATIVE CAPACITY OF THE SCHOOL DISTRICT, AND THEY RECOMMENDED THAT A BLACK PERSON BE PLACED IN THE PERSONNEL OFFICE BECAUSE THAT WAS THE PLACE WHERE THE DECISIONS HAD TO BE MADE.

NOW, I SUGGEST THAT VARIATIONS ON THIS THEME ARE COMMONPLACE. I WOULD BE SURPRISED IF EVERY PERSON HERE, REPRESENTING A DISTRICT, HAS NOT HEARD THIS.

NOW, I HAVE SOME HANGUPS ON SOME OF THESE, BUT LET'S FACE THIS QUESTION FRANKLY. FROM MY PERSPECTIVE, MOST OF THESE DEMANDS ARE REASONABLE. THEY ARE WORTHY OF EXAMINATION.

As a matter of fact, these are questions that should have been examined a long time ago. It should not be necessary for the Second Black Unity Conference to come up with this idea.

Now, what about how we deal with them? This is the problem: The schools are being challenged. I am not saying that all the challenges are the kinds of challenges that should be made and, certainly, I want you to know I am aware that many demands are ridiculous.

The demands may seem abrasive, but remember that these people have been kept out of the mainstream and do not know the middle-class niceties of how to deal with the establishment

But what is equally clear is the kind of response or lack of response that many teachers and administrators and school boards have made to the challenges. In all too many cases, the response has been to defend the status quo, no matter how legitimate or reasonable the demands are. Anyone who questions the school's prerogative is looked upon as an adversary.

Often when there are legitimate grievances, a power figure emerges as the voice of the grieving parties and individuals may lose sight of the actual grievances and indulge in wielding power for power's sake. I believe that the leadership of the schools can avoid this by structuring the discussions so that it focuses on correction of the legitimate grievances rather than on condemnation of how the grievances were presented. If the school system is to survive, it must be sensitive to change and must be capable

NOT ONLY OF MAKING APPROPRIATE RESPONSES BUT MUST BE ABLE TO ANTICIPATE PROBLEM SITUATIONS, IDENTIFY THEM AND COPE WITH THEM PRIOR TO A CONFRONTATION. THERE MUST BE AN ACCEPTANCE OF THE PREMISE THAT THE POOR, THE DISADVANTAGED HAVE SOME ANSWERS TO THE PROBLEMS, AND THAT THEIR IDEAS ARE WORTHY OF CONSIDERATION.

I WOULD LIKE TO TURN NOW TO ONE APPROACH WE HAVE BEEN ATTEMPTING IN CALIFORNIA--COMPENSATORY EDUCATION.

WITH TITLE I AND COMPENSATORY EDUCATION CAME A NEW DEFINITION OF EQUAL EDUCATIONAL OPPORTUNITY. WE CAME TO RECOGNIZE THAT EQUAL EDUCATIONAL OPPORTUNITY DOES NOT MEAN THE SAME EDUCATIONAL PROGRAM FOR EACH CHILD, BUT AN EDUCATIONAL PROGRAM GEARED TO THE NEEDS OF EACH INDIVIDUAL CHILD--A PROGRAM DESIGNED TO DEVELOP THE MAXIMUM POTENTIAL OF EACH YOUNGSTER. IT MEANS THAT MORE MONEY MORE INDIVIDUAL ATTENTION, MORE CURRICULUM EXPERIMENTATION AND BETTER TEACHERS MUST BE POURED INTO THE SCHOOLS WHERE THE ECONOMICALLY DISADVANTAGED CHILDREN ARE CONCENTRATED, IN ORDER THAT THEY TOO WILL RECEIVE THE BENEFITS OF EDUCATION.

WITH A LOT OF HARD WORK WE GOT THE PROGRAM OFF THE GROUND IN CALIFORNIA.

OUR STATEWIDE EVALUATION REPORT, BASED ON THE FIRST FULL YEAR OF TITLE I OPERATION IN 1966-67, SHOWS THAT COMPENSATORY EDUCATION HAS MADE A SIGNIFICANT IMPACT ON THE EDUCATIONAL ATTAINMENT OF DISADVANTAGED CHILDREN.

THE DATA SHOW THAT THE CHILDREN'S ACHIEVEMENT HAS INCREASED

AND THAT MOST OF THE STUDENTS, FOR THE FIRST TIME IN THEIR SCHOOL CAREERS, ARE PROGRESSING AT THE RATE OF AT LEAST ONE MONTH-PER-MONTH OF INSTRUCTION. THE EVIDENCE ALSO INDICATES THAT THEIR ATTITUDES, MOTIVATION TOWARD LEARNING AND EDUCATIONAL ASPIRATIONS HAVE BEEN STRENGTHENED AS A RESULT OF COMPENSATORY EDUCATION PROGRAMS.

THE EVALUATION REPORT NOT ONLY SHOWS WHERE WE WERE BUT ALSO THE DIRECTION WE SHOULD TAKE. GOING INTO THE FOURTH YEAR, OUR JOB BECAME ONE OF WEEDING OUT THE INEFFECTIVE PRACTICES AND ENLARGING UPON THE EFFECTIVE ONES. TRIAL AND ERROR WAS FINE FOR THE FIRST YEAR, BUT NOT FOR THE FOURTH YEAR. CHANGES IN COMPENSATORY EDUCATION PROGRAMS HAD TO BE BASED UPON THE EVALUATION RESULTS.

THIS DID NOT MEAN THAT WE RULED OUT NEW EXPERIMENTATION AND NEW INNOVATIONS. BUT IT DID MEAN WE HAD TO BEGIN TO BE MORE SELECTIVE IN EXPERIMENTING--FOR WHAT MAY HAVE SEEMED TO BE A NOVEL IDEA PERHAPS HAD ALREADY BEEN TRIED AND FAILED SOMEWHERE ELSE.

THE EVALUATION REPORTS HAVE SHOWN CLEARLY THAT IF WE ARE TO CONTINUE TO MAKE A SIGNIFICANT DIFFERENCE IN THE EDUCATIONAL ACHIEVEMENT LEVEL OF DISADVANTAGED CHILDREN, OUR COMPENSATORY EDUCATION PROGRAMS SHOULD BE COMPREHENSIVE IN NATURE, INVOLVING MULTIPLE ACTIVITIES TO MEET THE NEEDS OF EACH CHILD. THERE IS NO EASY, INEXPENSIVE, ONE-SHOT "GIMMICK"THAT WILL OVERCOME THE LEARNING HANDICAPS CAUSED BY POVERTY.

TO SOME PEOPLE, ANY ADDITION TO THE REGULAR SCHOOL PROGRAM--NO MATTER HOW SMALL OR INSIGNIFICANT--IS CALLED COMPENSATORY EDUCATION. THE RESOURCES PUT INTO THE EFFORT MAY BE AS LITTLE AS $50 PER CHILD.

To me this is not compensatory education. You cannot have a compensatory education program for $50 per child. The average for our Title I programs last year was about $190 per child, and the most successful ones generally involved more than that.

Compensatory education does not consist merely of reducing class size or hiring teacher aides or taking the children on a few field trips to see what they have not seen before. It does not consist merely of remedial reading using the same instructional techniques that have failed in the past.

A good compensatory education program must take into account <u>all</u> of the factors that are impeding the child's learning progress. It must take into account the need of the child's teacher for inservice training to increase his instructional skills in working with disadvantaged children. It must consider the child's health problems, his attitudes, his self-image and his lack of verbal skills--all of which may be impeding his learning to read. It must take into account the negative effects of segregation--both racial and economic--on the child's learning environment. It must take into account the need for his parents to become involved in the educational process.

A comprehensive program means not only comprehensiveness in breadth of activities, but also in length of activities. The turnstile approach--that of putting one group of children through the program for a short period of time and then taking them

OUT SO OTHER CHILDREN CAN HAVE THEIR TURN--IS SELF-DEFEATING.

THE JOB SIMPLY CANNOT BE DONE IN A FEW MONTHS OR EVEN A YEAR.

WE MUST INSURE THAT THE ACHIEVEMENT GAINS THAT HAVE BEEN MADE ARE NOT THE HAWTHORNE EFFECT AT WORK. WE MUST HAVE COORDINATION AND ARTICULATION BETWEEN GRADES AND GRADE LEVELS TO INSURE THAT THE CHILDREN'S LEARNING GROWTH IS LASTING AND NOT MERELY A DRAMATIC, SHORT-TERM IMPROVEMENT. EACH CHILD IN A COMPENSATORY EDUCATION PROGRAM SHOULD CONTINUE TO RECEIVE THE SERVICES HE NEEDS UNTIL HE IS ABLE TO MAINTAIN PROGRESS WITHOUT ADDITIONAL HELP.

WE KNOW THAT WITH THE FUNDS AVAILABLE, WE ARE NOT SERVING ALL THE CHILDREN WHO NEED COMPENSATORY EDUCATION. WE MUST WORK TOWARD GETTING ADEQUATE FUNDS SO THAT EACH CHILD RECEIVES THE TYPE OF PROGRAM HE NEEDS TO SUCCEED TO THE FULLEST EXTENT OF HIS POTENTIAL.

BUT IN THE INTERIM, WE NEED NOT APOLOGIZE FOR LIMITING THE NUMBER OF PARTICIPANTS IN ORDER TO PROVIDE AN EFFECTIVE PROGRAM. FOR THE ALTERNATIVE OF SCATTERING BITS AND PIECES OF A PROGRAM AMONG ALL THE CHILDREN--WHICH I AM SAD TO SAY SOME STATES ARE DOING--MEANS THAT IT WOULD FAIL TO MAKE A SIGNIFICANT IMPACT ON ANY OF THE CHILDREN.

IN CALIFORNIA I UNDERSTOOD THE PRESSURE THAT DISTRICTS FACED IN HAVING TO LIMIT THE NUMBER OF STUDENTS. I URGED THEM NOT TO SUCCUMB TO THE EASY WAY OUT BY TRYING TO MAKE MORE PEOPLE HAPPY BY PROVIDING A PIECE OF THE ACTION FOR EVERY CHILD.

THE PARENTS WOULD BE HAPPY NOW, BUT THEY WOULD BE DISILLUSIONED LATER WHEN THE RESULTS SHOWED THAT THEIR CHILDREN DIDN'T DO ANY BETTER THAN THEY DID BEFORE. OUR BEST WAY OF GETTING ADEQUATE FUNDS TO SUPPORT A COMPREHENSIVE PROGRAM FOR ALL DISADVANTAGED CHILDREN IS TO SHOW THAT IT WORKS WITH THE ONES WHO ARE BEING REACHED.

WE MUST NOT LOSE SIGHT OF OUR END GOAL--WHICH IS TO RAISE THE ACHIEVEMENT OF DISADVANTAGED YOUNGSTERS. I HAVE APPEARED BEFORE MANY LEGISLATIVE COMMITTEES--BOTH IN WASHINGTON AND SACRAMENTO. I CAN TELL YOU THAT THEY ARE INTERESTED IN ONLY ONE THING--THE EFFECTS OF COMPENSATORY EDUCATION ON ACHIEVEMENT.

I AM HAPPY WHEN I HEAR THAT COMPENSATORY EDUCATION HAS IMPROVED THE SELF-IMAGE OR THE ATTITUDES OF THE CHILDREN. IT'S NICE TO KNOW THEY ARE FEELING BETTER AND LOOKING HAPPIER. IT'S NICE TO KNOW PARENTS FEEL BETTER TOWARD THE SCHOOL BECAUSE OF NEW SERVICES RESULTING FROM COMPENSATORY EDUCATION. IT'S NICE TO KNOW THAT THE TEACHERS' MORALE HAS GONE UP BECAUSE OF REDUCED CLASS SIZE, THE HELP OF A TEACHER'S AIDE OR NEW EQUIPMENT THESE ARE ALL IMPORTANT AND CONTRIBUTE TO THE END PRODUCT.

BUT, IN THE END, THE ONLY MEANINGFUL QUESTION IS: HOW MUCH HAS THE CHILDREN'S ACHIEVEMENT IMPROVED?

NOW, SOME PEOPLE SAY, "BUT THE STANDARDIZED ACHIEVEMENT TESTS HAVEN'T REALLY REFLECTED WHAT THESE CHILDREN HAVE LEARNED. THE TESTS ARE CULTURALLY BIASED. THEY DIDN'T TAKE INTO ACCOUNT THE DIFFERENCES IN THE CHILDREN'S BACKGROUND, ETC.

MY ANSWER IS, YES, THAT IS TRUE. HOWEVER, STANDARDIZED TESTS ALSO REFLECTED THE SKILLS AND ACHIEVEMENT LEVEL THAT ARE LOOKED FOR BY THE COLLEGES AND THE JOB MARKET. AND UNLESS WE PLAN TO CREATE SEPARATE COLLEGES OR A NEW JOB MARKET FOR DISADVANTAGED CHILDREN, OUR RESPONSIBILITY IS TO PROVIDE THEM WITH THE SKILLS THEY NEED TO COMPETE IN THE EXISTING ONES. THEY DON'T HAVE SEPARATE TESTS FOR MIDDLE CLASS AND LOWER CLASS APPLICANTS FOR CIVIL SERVICE JOBS. NOR DO THEY HAVE SEPARATE STANDARDS AND TESTS TO GET INTO COLLEGE OR TO BE LICENSED FOR A PROFESSION.

I CANNOT STRESS TOO EMPHATICALLY THAT ALL THE MONEY WE HAVE POURED INTO COMPENSATORY EDUCATION, ALL THE NEW MATERIALS, THE SMALLER CLASSES, THE TUTORING CENTERS, THE READING LABORATORIES ARE ALL SUPPLEMENTARY TO THE WORK OF THE CLASSROOM TEACHER.

FOR, IN THE END, WHETHER COMPENSATORY EDUCATION WILL BE TRULY EFFECTIVE, OR WHETHER IT BECOMES JUST ANOTHER SOURCE OF FUNDS, WILL DEPEND ON THE QUALITY OF THE TEACHERS WORKING WITH DISADVANTAGED CHILDREN.

AS THE SCHOOLS INCREASE THEIR AWARENESS OF THE CRUCIAL NEED FOR IMPROVING THE EDUCATION OF THE DISADVANTAGED POPULATION, THE RESPONSIBILITIES OF THE CLASSROOM TEACHER HAVE GREATLY EXPANDED. NO LONGER IS THE FUNCTION OF THE TEACHER LIMITED TO TRANSMITTING A BODY OF FORMALIZED KNOWLEGE WITHIN THE FOUR WALLS OF A CLASSROOM.

AS TEACHER AIDES BECOME MORE PREVALENT, THE TEACHER BECOMES A SUPERVISOR, A MANAGER WHO MUST BE CONCERNED WITH THE MOST EFFECTIVE USE OF PERSONNEL.

AS WE RECOGNIZE THE IMPORTANCE OF EDUCATING PARENTS AS WELL AS STUDENTS AND THE NEED TO MAINTAIN CLOSE HOME/SCHOOL LIAISON, THE TEACHER'S CLASSROOM HAS BEEN ENLARGED TO ENCOMPASS THE ENTIRE COMMUNITY.

AS WE RECOGNIZE THE MANY COMPLEX FACTORS WHICH AFFECT THE CHILD'S LEARNING PROCESS, THE TEACHER MUST BE AN EXPERT IN INTERGROUP RELATIONS, HISTORY, SOCIOLOGY, AND ANTHROPOLOGY.

ONLY IF WE HAVE TEACHERS WHO ARE UNDERSTANDING, WHO SENSE THE PROFESSIONAL CHALLENGE OF WORKING IN POVERTY AREAS, AND MOST OF ALL, WHO CARE, WILL WE SUCCEED IN OUR GOAL OF PROVIDING THE DISADVANTAGED CHILD THE SAME BENEFITS OF EDUCATION AS MIDDLE-CLASS CHILDREN NOW RECEIVE.

IT ALL COMES DOWN TO ONE BASIC FACT--THE ATTITUDES OF STUDENTS TEND TO BE A MIRROR OF THE ATTITUDES OF TEACHERS. THERE IS PLENTY OF EVIDENCE TO SHOW THAT A STUDENT'S ACHIEVEMENT LEVEL WILL TEND TO CONFIRM THE TEACHER'S PRE-CONCEIVED JUDGMENT OF THAT STUDENT'S CAPABILITIES. THIS DOES NOT NECESSARILY MEAN THAT THE TEACHER JUDGED CORRECTLY; IT MAY MEAN THAT HIS ATTITUDE TOWARD THE STUDENT CAUSED THE STUDENT TO ACT IN A WAY TO MAKE THE HYPOTHESIS COME TRUE.

WHERE A HIGH LEVEL OF PERFORMANCE HAS BEEN EXPECTED--AND THAT EXPECTATION COMMUNICATED TO THE STUDENT--CHILDREN FROM LOW INCOME AND MINORITY BACKGROUNDS HAVE RESPONDED WITH REMARKABLE ACHIEVEMENT. I BELIEVE THAT MUCH OF OUR PROBLEMS IN THE PAST HAVE BEEN THAT EDUCATORS REALLY DIDN'T EXPECT CHILDREN IN POVERTY NEIGHBORHOODS TO SUCCEED. AND SO THEY DIDN'T.

THIS ATTITUDE PREVAILED EVEN AMONG SOME OF THE SO-CALLED "UNDERSTANDING"TEACHERS WHO WOULD EXCUSE THE STUDENT'S FAILURE WITH A KIND OF,"IKNOW YOU'RE DOING THE BEST YOU CAN" TOLERANCE. WE DO NOT NEED THE TYPE OF TOLERANCE AND UNDERSTANDING THAT ESTABLISHES LOWER STANDARDS AND EXPECTATIONS FOR STUDENTS WHO DO NOT REFLECT THE CULTURAL BACKGROUND OF THE MAJORITY. THE TASK IS NOT TO TEACH DOWN TO THESE YOUNGSTERS, BUT TO GIVE THEM THE EXPERIENCES AND THE SPECIAL HELP THEY NEED TO ACHIEVE UP TO THE HIGH STANDARDS WE SET.

WE MUST CONTINUE, AND INTENSIFY, OUR EFFORTS TO OPEN CHANNELS OF COMMUNICATION WITH THE LOW-INCOME COMMUNITIES WHERE COMPENSATORY EDUCATION PROGRAMS ARE OPERATING.

WE ARE MAKING HEADWAY IN THIS AREA. THROUGH MECHANISMS SUCH AS NEWSLETTERS, TEACHER-AIDES, SCHOOL DISTRICT ADVISORY COMMITTEES AND PARENT MEETINGS, WE ARE DRAWING THE PARENTS OF DISADVANTAGED CHILDREN AND THE SCHOOL CLOSER TOGETHER.

BUT, THERE ARE STILL ALL TOO MANY CASES WHERE PARENTS ARE NOT EVEN AWARE THAT THERE IS A TITLE I PROGRAM IN THEIR SCHOOL, LET ALONE ITS IMPACT ON THEIR CHILDREN.

WE CANNOT WORK IN A VACUUM APART FROM THE COMMUNITY. WE CANNOT BE SUCCESSFUL IF THE COMMUNITY DOESN'T HAVE THE FAINTEST IDEA WHAT WE'RE TRYING TO DO, BECAUSE WE CANNOT HOPE TO REACH THE CHILDREN WITHOUT INVOLVING THE PARENTS IN THE PROCESS. THE ASPIRATIONS OF THE PARENTS FOR THEIR CHILDREN ARE TOO CLOSELY TIED TOGETHER WITH THE ASPIRATIONS THAT WE HAVE FOR THOSE CHILDREN.

WE NEED NOT FEEL THAT WE HAVE TO DO THE TOTAL JOB. WE MUST GIVE PARENTS THE OPPORTUNITY TO WORK WITH US. LET US NOT FORGET THAT WE ENHANCE A PERSON'S DIGNITY AND STRENGTH BY HELPING HIM TO HELP HIMSELF.

BAYARD RUSTIN TELLS THE STORY OF THE SHOESHINE MAN:

AFTER SHINING A CUSTOMER'S SHOES, THE CUSTOMER ASKED HOW MUCH HE OWED. THE SHOESHINE MAN SAID A QUARTER. THE CUSTOMER GAVE HIM A QUARTER PLUS A DIME TIP. THE SHOESHINE MAN PUT THE DIME IN HIS POCKET. THEN HE REACHED DOWN AND PUT THE QUARTER IN A CIGAR BOX WHICH HAD A SIGN WITH THE WORD "HAZEL" WRITTEN ON TOP.

"WHAT'S THAT FOR?" THE CUSTOMER ASKED. THE OLD MAN REPLIED, "I HAVE A GRANDDAUGHTER. SHE'S THREE MONTHS OLD AND HER NAME IS HAZEL. ALL MY TIPS I PUT IN MY POCKET TO PAY FOR THE RENT, THE FOOD AND OTHER THINGS MY WIFE AND I NEED. MY EARNINGS I PUT IN THIS BOX FOR HAZEL. YOU SEE, SOME DAY HAZEL IS GOING TO COLLEGE."

THE CUSTOMER WAS VERY MOVED BY THIS. "WHAT A FINE IDEA," HE SAID. "I'D LIKE TO HELP." HE REACHED INTO HIS POCKET, PULLED OUT A DOLLAR BILL, FOLDED IT AND REACHED OVER TO PUT IT THROUGH

THE SLIT OF THE CIGAR BOX. THE OLD MAN PUT HIS HAND ON TOP OF THE CIGAR BOX. "NO," HE SAID, "I WANT TO PUT HAZEL THROUGH COLLEGE."

"HAZEL" MAY BE THE DAUGHTER OF A MIGRANT FARM WORKER OR THE CHILD OF AN UNEMPLOYED MINER OR THE DAUGHTER OF A AFDC MOTHER IN PITTSBURG. "HAZEL" TO ME SYMBOLIZED THE HOPES AND DREAMS OF LOW-INCOME PARENTS EVERYWHERE.

"THEY HAVE THE ASPIRATIONS, BUT A LOT WILL HAPPEN BEFORE "HAZEL" REACHES COLLEGE AGE. AND A MAJOR SHARE OF THE RESPONSIBILITY FOR WHETHER "HAZEL" FULFILLS HER GRANDFATHER'S DREAM WILL REST WITH THE SCHOOLS. FOR THE SCHOOL WILL DETERMINE WHETHER "HAZEL" ACQUIRES THE ACADEMIC SKILLS SHE NEEDS. THE SCHOOL WILL DETERMINE WHETHER SHE WILL HAVE THE BENEFIT OF SKILLED, SENSITIVE TEACHERS WHO WILL BRING OUT HER POTENTIAL. THE SCHOOL WILL DETERMINE WHETHER HER BILINGUALISM WILL BE VIEWED AS A HANDICAP OR CAPITALIZED UPON AS A STRENGTH. THE SCHOOL WILL DETERMINE WHETHER "HAZEL" BECOMES ALIENATED FROM THE EDUCATIONAL PROCESS AND THUS FROM SOCIETY.

I BELIEVE YOU FEEL AS I DO THAT WE HAVE AN OPPORTUNITY HERE THAT WILL NOT COME TOO OFTEN.

WHEN THE HISTORY OF THIS ERA HAS BEEN RECORDED, LET THE RECORD SHOW THAT WE APPLIED EVERY OUNCE OF OUR EDUCATIONAL LEADERSHIP--OUR PROFESSIONAL SKILLS--OUR INTERGROUP RELATIONS SKILLS--OUR ADMINISTRATIVE SKILLS--TOWARD THIS TASK.

LET THE RECORD SHOW THAT WE TOOK FULL ADVANTAGE OF THIS OPPORTUNITY THAT WAS HANDED US--AND THAT WE SUCCEEDED. AND LET THE RECORD SHOW THAT WE DIDN'T LET "HAZEL" DOWN.